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ABSTRACT

This book is designed to foster awareness, examination, and deliberation about the curricula planned for and carried out in classrooms and schools. The framework of inquiry elucidates the concept of curriculum as culture; highlights patterns of curricular thinking that have influenced the development of the concept of cultures of curriculum; gives historical insight about shifting educational and social priorities that have influenced the course of curriculum; and integrates moral and political discourse into recognition and discussion of curriculum. The 9 chapters are: (1) "Conceptualizing Curriculum" (Pamela Bolotin Joseph); (2) "Understanding Curriculum as Culture" (Pamela Bolotin Joseph); (3) "Training for Work and Survival" (Nancy Stewart Green); (4) "Connecting to the Canon" (Pamela Bolotin Joseph); (5) "Developing Self and Spirit" (Stephanie Luster Bravmann); (6) "Constructing Understanding" (Mark A. Windschitl); (7) "Deliberating Democracy" (Edward R. Mikel); (8) "Confronting the Dominant Order" (Mark A. Windschitl and Pamela Bolotin Joseph); and (9) "Reculturing Curriculum" (Mark A. Windschitl, Edward R. Mikel, and Pamela Bolotin Joseph). (SM)

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